DOCUMENT RESUME

ED 346 232 UD 028 723

AUTHOR Baron, Eleanor; And Others
TITLE Collaborative Urban Education: Characteristics of Successful Urban Teachers.
PUB DATE Feb 92
NOTE 41p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 21-24, 1992).
PUB TYPE Information Analyses (070) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Techniques; Disadvantaged Youth; Educational Planning; *Elementary School Teachers; Elementary Secondary Education; Interpersonal Competence; *Literature Reviews; *Secondary School Teachers; Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; Teaching Methods; Urban Schools; *Urban Teaching; Urban Youth
IDENTIFIERS Effective Teaching Cooperative

ABSTRACT

This paper presents the findings of a literature review undertaken to identify behaviors and practices demonstrated by successful urban teachers in their preparation for teaching and interacting with students. The literature search focused on competencies for urban teaching and on urban education. The search yielded two broad areas of competence: internal effects (issues that focus on school or classroom practices), and external effects (practices that urban teachers pursue outside the school to help produce success). The search identified the following internal effects: (1) active teaching; (2) positive classroom management; (3) use of a variety of teaching methods; (4) planning and sequencing; (5) interpersonal skills; (6) efficacy and expectation; and (7) applicability. The external effects identified by the search were community and family support and knowledge of urban and multiethnic sociology. For each effect, the paper provides a short description of the quality, followed by two- to three-sentence descriptions of each empirical study or review related to that effect. Included is a table listing categories of key findings listed by study type and date. Also included are 27 references. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED346232

COLLABORATIVE URBAN EDUCATION:

Characteristics of Successful Urban Teachers

Presented at:

AASA Convention

San Diego, California, February 22, 1992

Dr. Eleanor Baron, Duquesne University

Dr. Timothy Rusnak, Duquesne University

Dr. Susan M. Brookhart, Duquesne University

Dr. Kenneth Burrett, Duquesne University

Dr. Derek Whordley, Duquesne University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E Baron
Duquesne U.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UD028723

 BEST COPY AVAILABLE

TABLE OF CONTENTS

Internal Effects.....2

Active Teaching.....3

Positive Classroom Management.....4

Variety of Teaching Methods.....7

Planning and Sequencing.....9

Interpersonal Skills.....12

Efficacy and Expectation.....15

Applicability.....18

External Effects.....20

Community and Family Support.....20

Knowledge of Urban and Multi-Ethnic Sociology.....24

Table 1, Categories of Key Findings.....34

References.....35

CHARACTERISTICS OF SUCCESSFUL URBAN TEACHING

The objective of this literature review is to identify behaviors and practices demonstrated by successful urban teachers in their preparation for and interaction with students.

Two literature searches attacked the issue from different viewpoints. One search focused strictly on competencies for urban teaching; the other addressed urban education more broadly, looking for literature on urban schools and students as well as urban teaching. This technique was employed to ensure comprehensiveness and accuracy.

In addition to the ERIC database search, the University of Pittsburgh Online Catalog (PITTCAT) was searched using a combination of the keywords "urban", "schools" and "teachers". Note that the term "competencies" is not an official ERIC descriptor; it could only be used in a keyword search and was not fruitful in identifying sources.

This search yielded two broad areas of competence demonstrated by successful urban teachers. The first is labeled Internal Effects, or issues that focus on school or classroom practices. The second area is External Effects, or practices urban teachers pursue outside the school to help produce success. Each study was coded according to the specific internal or external effects noted in its findings. Table I presents the results of this analysis, which are discussed below. In the discussion, original empirical

works are considered first. Insights from syntheses or reviews on urban education are added to make this report as comprehensive as possible.

The two areas represent an attempt to place observable urban teaching competencies into groups for discussion. This scheme has certain limitations, namely, some skills may be interrelated. Suppose a teacher is a master of interpersonal skills and gains the respect of his/her students. An observer may perceive a facility for successful classroom management which results from factors other than the teacher's classroom management style. Teacher/student interactions are a complex phenomenon and can not always be resolved into clearly defined components.

INTERNAL EFFECTS

For the purposes of this study, Internal Effects are defined as observable behaviors exhibited by successful urban classroom teachers while in a classroom or school setting. Eighteen articles were uncovered in the literature search; eleven were empirical studies and the remaining seven were synthesis reports. Internal effects can be grouped into seven categories. They are: (1) Active Teaching, (2) Positive Classroom Environment, (3) Variety of Methods, (4) Planning and Sequencing, (5) Inter-Personal Skills, (6) Efficacy and Expectation, and (7) Applicability.

ACTIVE TEACHING refers to teacher directed instruction, i.e. lecturing, questioning, and actively structuring the classroom environment and learning activities.

EMPIRICAL STUDIES

Morgan (1979) examined effective teaching in urban schools and suggested that the most learning occurred when the teacher directed activities in the classroom. Morgan concluded, "Active teacher direction seems to be necessary if a large number of students are going to become involved in purposeful learning."

Sizemore (1981) had urban high school students rank order the importance of twenty teacher characteristics. Among the highest ranked by the students were ability to explain material adequately and ability to present material in an interesting way.

Murnane and Phillips (1978) found that the most successful teachers focused on three qualities. The first was a businesslike orientation to the classroom. The second was helping students stay "on-task" by structuring the classroom, and the third was immediate feedback. However, the researchers note that different methods may work with different age students and that no particular technique will work with all children.

REVIEWS

In a study examining teacher effectiveness, Brophy (1982) identified eight characteristics associated with success in improving student learning. One key element was the ability of the teacher to make clear and direct the organization and direction of the classroom.

Kapel and Kapel (1982) summarized a number of teacher effectiveness research studies. The researchers concluded that maximizing time on task and maintaining an active role in the classroom were key elements in successful urban classrooms. As they note, "It becomes apparent that effective urban teachers have several classroom characteristics in common...Effective teachers have well planned classrooms that focus on learning and enable teachers to have control. Each student is in a directed task, but each task reflects an understanding on the part of the teacher of appropriate learning and instructional principles appropriate for the student."

POSITIVE CLASSROOM MANAGEMENT includes strategies which avoid or prevent behavior problems by maintaining high student interest and engagement.

EMPIRICAL

Campbell (1983) asked administrators to identify outstanding teachers and competencies which were responsible for the success of outstanding teachers. Among the highest rated items were "the ability to inspire and motivate students" and "manages class by maintaining interest."

In a recent study Brophy & Rohrkemper (1988) suggest that teachers employ long term prevention strategies. The researchers collected data by observing teachers who were identified as outstanding by their principals. The observation focused on successful classroom strategies for dealing with problem students. Developing student interest in the classroom was more beneficial over the long term than reacting to daily behavior problems.

In another study, Sizemore (1981) examined attitudes of black and white students toward their teachers. The researcher concluded that teachers who were viewed as successful in the eyes of both black and white students had the ability to present material in an interesting way.

Freiberg et al. (1989) uses classroom management research to instructional practice and calls it Consistency Management (CM). While the researcher does not disclose the

details of his trade marked (CM) program he does explain its basic function: to create a warm and supportive, but firm and orderly, classroom environment. This program is currently used in five schools in Texas, and is reported by the researcher to be highly successful.

Henderson & Ward (1966) conducted a comparison study of behaviors of inner city and non-inner city teachers to define a model of the successful urban teacher. After describing 277 teacher behaviors, the researchers concluded that a major issue surrounding the successful urban teacher was that of "keeping the lid on," or developing a classroom management style that was both efficient and supportive.

REVIEWS

Kapel & Kapel (1982) argue that successful teachers maintain control by engaging students in appropriate tasks. After examining a number of studies on effective teaching, they conclude that successful teachers instinctively react to the needs of the classroom and use techniques the focus students on learning. "Effective teachers know when it is appropriate to use a particular teaching strategy--one that fits a particular grade level or group of students. For example, one group of students will react more positively to affective teaching than another. Or individual (or small group) instruction may be more effective and efficient for one group or grade level of students than for another."

After reviewing a number of studies addressing urban youth, Presseisen (1988) suggests that the successful urban teacher is one who tends to focus on thinking skills rather than drill. The author also maintains that teachers who realize that all children are intelligent and maintain a classroom with high expectations are teachers who are seen as successful.

VARIETY OF TEACHING METHODS refers to the ability to employ a variety of teaching strategies and remain flexible in response to changing needs of individual classes and individual students.

EMPIRICAL STUDIES

Campbell (1983) studied urban teachers assessed as successful by supervising building principals. He notes that both group and independent activities were successful strategies in the urban context. The researcher also notes that the successful urban teacher used a variety of activities that were appropriate for the ability level of the student.

Morgan's (1979) analysis and description of a successful urban classroom cites using a variety of methods for classroom instruction. The researcher found the use of a variety of activities rather than repeating the same routines every day.

Lukin (1977) rank ordered 17 personal traits of teachers. The study, which was conducted by survey, suggested that the successful classroom teacher employed a number of learning activities that provided for individual differences and set expectations and tasks accordingly.

Murnane & Phillips (1978) attempted to predict effective teaching by examining successful teaching techniques. While the researchers did not succeed in predicting effective teaching they did note no one method is always successful. "There is no recipe for success."

In their attempt to identify the "classic" successful urban teacher, Henderson & Ward (1966) examined the teaching methods of teachers. The researchers observed a variety of practices and concluded that the successful urban teacher is skilled in content review and intensification, using recall, drill, and practice. They conclude, "The teacher provides many ways to use the same information."

Sciaea (1974) analyzed two projects at Ball State University that address the preparation of teachers for the urban classroom. The researcher found that early exposure to urban classrooms was an important factor in the development of the teacher. Additionally the study notes that individuals who were most successful were skilled in applying various types of instructional strategies in the classroom.

REVIEWS

Brophy's (1982) review identified eight characteristics of successful urban teachers. He noted that activities should be adjusted for the grade level and ability of each student. The researcher notes, "Students in the early grades require a great deal of one-to-one interactions with the teacher...Students in higher grades have less need for overt practice and individualized interaction with the teacher."

The 1982 synthesis study by Kapel & Kapel support Brophy's view of matching methods to grade level. The authors comment, "(successful teachers) distinguish among grade levels, that is, teachers teach children at lower grades differently and use different instructional models than at the upper grade levels."

PLANNING AND SEQUENCING involves the capacity to plan and sequence instruction so that students succeed in mastering prerequisite skills prior to moving on to the next level.

EMPIRICAL STUDIES

While principally designed to address discipline in schools, Freiberg et al. (1989) in his Consistency Management program suggests that strong planning and sequencing of all activities in the school help create a functional environment. Freiberg maintains that classroom structure and consistency through planning and sequencing of skills is an important factor in what he sometimes calls his "safety net program."

In examining prevention strategies and effective practices for urban elementary schools in New York City Baecher et al (1989) concluded that planning and sequencing wwre important factors in dealing with inner city youth. The researcher noted that successful teachers kept good records, interviewed individual students to check their progress, and individually tutored students in skill development.

Mackintosh (1965) explored the education of disadvantaged children under six years of age. Her study focused on the teaching of language skills and examined what was necessary to promote skills of disadvantaged children. The researcher suggests that teachers, aides, and parents meet regularly to assess the steady progress of each child's language development.

REVIEWS

Stallings & Hentzell (1979) examined a number of reports to determine what is really known about teaching and learning in urban schools. While primarily noting the importance of culture in Mexican-American schools, the authors also address teaching techniques and classroom environment. They note that successful classroom teachers had realistic expectations for students, and "instruction is holistic but each incremental step is clear."

Brophy (1982) maintains that the successful teacher insists on mastery of basic skills before higher level skills and utilizes brisk pacing with small steps and a high success rate. The author's synthesis of research on urban schools notes,"Effective teachers provide opportunities for practice and application, monitoring individual students' progress and providing feedback and remedial instruction. Their students consistently experience high success rates because these teachers make sure that new knowledge and skills are mastered..."

In their examination of the urban classroom, Kapel & Kapel (1982) observe that successful teachers use logical sequencing of tasks and insist on mastery of skills. While outlining eight characteristics of successful teaching the researchers suggest, (successful) "teachers teach to mastery, of particularly low-level objectives."

INTERPERSONAL SKILLS are those abilities which encompass honest, direct communication with pupils, parents, peers and administrators as well as sensitivity to cultural differences.

EMPIRICAL STUDIES

Campbell (1983) suggests that the successful teacher uses interpersonal skills effectively and demonstrates concern for and understanding of children's problems. The researcher compared attitudes of teachers and administrators throughout the state of Florida to identify characteristics of successful urban teachers. The study noted, "Only one item was found to have a statistically significant difference at the .05 level or below. This was the item which stated, 'shows concern for students.' Even more suprisingly, outstanding teachers rated this item less important than did the non-outstanding teachers."

Brophy & Rohrkemper (1988) investigated 98 successful classroom teachers identified as successful by their principals. The study specifically focused on how these teachers dealt with problem students. The researchers found that the higher rated teachers "expressed more willingness to become personally involved in working with problem students."

Sizemore (1981) examined attitudes of black and white students toward teachers. He concluded that a major factor in a teachers success was "the teacher's caring attitude."

Lukin (1977) concluded that the successful teacher is one who employs interpersonal skills in communicating with pupils and peers. His study examined the progress of student teachers and asked classroom teachers and supervisors to assess students on seventeen competencies. The study suggested that a highly regarded competency was "demonstrating skill in establishing effective communication with pupils and peers by performing various interpersonal skills."

Freiberg et al. (1989) suggest that interpersonal skills are at the core of the successful school. Five schools were identified as having severe student problems ranging from poor academic standing to behavior. These schools experienced both a highly mobile student population and high teacher turnover rate. Frieberg attacked these problems with "Consistency Management," which focuses on a "warm and supportive, but firm and orderly classroom."

Henderson & Ward (1966) attempted to define a model of the successful urban teacher. The researchers accomplished this task by comparing the teaching and classroom traits of urban and non-urban teachers. One observation in the study

suggested that successful urban teachers tended to be more sympathetic than unsuccessful ones and knew how to use encouragement and "breaks" from tasks to alleviate negative feelings.

Mackintosh (1965) developed a language program to assist disadvantaged children using a method developed by Dr. Walter Loban. The project ultimately defined the successful urban teacher as "having warmth, wisdom, emotional maturity and integrity" and noted that, "working with deprived children requires more than the usual amount of these qualities."

Sciaea (1974) listed competencies needed for teacher education candidates to be successful in a multi-cultural setting. They included "the ability to organize and plan curriculum which attempts to meet the needs of the total spectrum of students." Sciaea made this observation after following two groups of students through a teacher induction program in the mid-west, which focuses on a multi-cultural experience.

REVIEWS

Brophy (1982) examined a number of studies from the 1970's about urban teaching. Among the researcher's eight findings is the importance of a supportive learning

environment. As the researcher explains, "Effective teachers obtain maximal performance from discouraged students not by demanding it (with implied rejection or punishment for failure to deliver), but through praise, encouragement, expressions or appreciation for effort, and attention to evidence of genuine progress."

In an examination of existing research, Di Pasquale (1970) suggests that outstanding urban teachers are "morally excellent." Teacher education programs should focus on the development of individuals who are ready to undertake the formidable task of reconstructing the values of youth from different cultures. The researcher outlines twelve criteria for the successful urban teacher: 1) capacity to relate to all human beings, 2) moral commitment to eradicate discrimination, 3) genuine fondness for children, and ability to work well with others.

EFFICACY AND EXPECTATION refers to the teacher's belief in his/her ability to produce desired results and maintain high expectations of students.

EMPIRICAL STUDIES

Almost twenty-five years ago Henderson & Ward (1966) attempted to identify the behaviors of the successful urban teacher. Their research led them to compare the behaviors

of urban and non-urban teachers and draw conclusions based on the comparison. In their summary, the researchers suggest that the differences between urban and non-urban teachers lie not so much in how things are taught but in the emphasis on elements of teaching. The researchers note that the successful urban teacher tends to "perceive cues indication discouragement...is sympathetic but knows how to use encouragement..."

Brophy & Rohrkemper (1988) systematically examined successful classroom teachers and observed, "Higher rated teachers show...more confidence in their ability to elicit significant improvement in the problem behavior, and a richer description of long-term prevention or solution strategies..."

Murnane & Phillips (1978) attempted to identify the characteristics of effective inner-city teachers. While the work focused on classroom techniques, it also suggested that strong expectations and a "businesslike orientation" were most successful in the urban classroom.

The work of Helen Mackintosh (1965) with pre-school children is particularly interesting. Her study focused on language acquisition and the traits teachers exhibited in teaching young children through a specific program. While the thrust of the work focused on developing a warm

environment for children and working with parents, it also demonstrated that a well-organized language program, directed by teachers who believed they could make a difference, created success.

REVIEWS

Brophy (1982) identified eight factors that influence the effectiveness of teachers in the urban setting. One such factor was teacher expectations and a sense of efficacy. The author notes, "A congruent set of expectations and attitudes underlies the specific behaviors of effective teachers. The teachers accept the responsibility for teaching their students. They believe that the students are capable of learning and that they are capable of teaching them successfully."

In their summary report of non-English speaking pre-school children in California, Stallings & Hentzell (1979) attempted to identify the elements that constitute successful classrooms. One of the notable findings of the study cautioned, "Projecting different expectations on children because of their language skills..." marked the classroom that produced less than satisfactory results.

In an earlier synthesis report of teacher preparation for the urban school, Di Pasquale (1970) maintains that the

only way to improve urban schools is to recruit people of intellect, imagination and moral excellence. The researcher asserts that the failure of a teacher to recognize the natural ability of a child to learn demonstrates a lack of "intellectual integrity" on the part of the teacher. Moreover, Di Pasquale identifies twelve traits that successful urban classroom teachers possess, including "faith in a child's ability to learn."

APPLICABILITY refers to the ability of the classroom teacher to make lessons applicable to real-life situations.

EMPIRICAL STUDIES

Morgan's (1979) study provides insights into the general principles of teacher effectiveness as they apply to the urban school. The researcher systematically studied successful teachers in three urban schools and identified common traits of these teachers. The study found that an active teacher combined with an open curriculum proved most successful. Additionally, Morgan noted, "The classroom will have to be seen as meaningful in the students' eyes, instead of being viewed as an entirely external and imposed environment...learning activities should draw on student

subjectivity in order to bring them to a broader understanding of their environment."

REVIEWS

H.E.W. sponsored a study (1970) focused on the problems of and possible solutions for urban education. The task force made several observations. Among the most important was that successful urban teachers tended to "use life experiences of students' as content for the learning process...(and) use of non-traditional school settings for education purposes."

In examining studies of at-risk students, Presseisen (1988) concludes that thinking skills must be the cornerstone of the urban classroom. However, the author also suggests that a thinking skills program must evolve around practical real-life experiences. Presseisen to advocates coordination of schools with other institutions and agencies to provide social and economic opportunities to demonstrate real-life experiences.

Di Pasquale (1970) reviewed studies of successful teachers in order to develop an induction program for new teachers. In compiling the characteristics the author cites, "awareness of reality--the neighborhood and world." The new teacher must both understand the realities of teaching in the urban setting, and also bring those realities to each lesson in the urban school.

EXTERNAL EFFECTS

External Effects are defined as practices urban teachers pursue outside the school to help produce successful classrooms. Ninteen were uncovered in the literature search, thirteen empirical studies and six synthesis reports. Two domains form the External Effects area. They are: 1) Community and Family Support and 2) Knowledge of Urban and Multi-Ethnic Sociology.

COMMUNITY AND FAMILY SUPPORT refers to the ability of the teacher to deal with and maintain relationships with parent and community agencies to enhance student performance in the classroom.

EMPIRICAL STUDIES

Freiberg et al. (1989) were concerned about the lack of order in schools. They implemented a Consistency Management program in five Texas schools that worked with students and families. The researchers reported significant improvement in behavior and academic achievement using this method. Freiberg suggests a need for a "safety-net" such as CM for schools because home and community conditions of urban schools create students who are at risk of failure in school and society.

Baecher et al.(1989) examined prevention strategies for at-risk children in urban elementary schools in New York City Schools. Conclusions of the project were based on data collected through profile groups from a number of schools. The researchers concluded that better results came from those teachers who were able to interact with the family and were successful encouraging family involvement with the child and school. These involved teachers had higher success rates with students staying in school.

After examining a program of language acquisition for disadvantaged children under six, Mackintosh (1965) noted several successful strategies used by teachers. One of the strategies was parent involvement; children were not accepted to the program unless one of the parents could spend a few hours a week at the school.

The work of Haynes et al.(1988) indicates that teacher effectiveness as well as student performance has shown improvement when relationships between teachers, other school staff and parents are strengthened. The research group developed a parent program to see if such a program would affect how children, parents and teachers perceived the school climate.

The project involved fourteen schools and operated in a two year time frame. The research itself consisted of three levels of participation. Level One involved all or

almost all of the parent general body. At least one parent-teacher activity was planned as well as at least one activity that called for community involvement (school carnival, spring musical, etc). Level Two consisted of a Parent Stipend Program. In this phase, some parents became more actively involved in school activities (lunch room, playground, library, etc.) for an average of fifteen hours per week. Level Three called for a select few parents to participate in school governance by serving on the School Advisory Committee (setting goals and objectives for Academic achievement and staff development).

Children's assessment of classroom climate in experimental schools showed a positive change while those in control schools did not change significantly. Parents' assessment of the school climate in experimental schools showed a significant positive change, while parent assessment of parents in control schools showed a significant negative change. The researchers conclude that parental involvement even in the poorest neighborhoods is not only possible but desirable and beneficial. The climate is considerably enhanced when parents are involved at the third level.

The extensive study by Feld et al. (1983), addresses the importance of a community structure around a school system. At the request of the Superintendent of schools, a team of interdisciplinary professionals and broad-based

community groups examined the evolution of the Stamford Public Education System. Once a thriving community of single family homes, Stamford fell victim to Real Estate speculation. In a few short years much of the area shifted to corporate office buildings and expensive condominiums. While these changes resulted in broader tax base for the municipality, there was an erosion in public support for education. There was an influx of commuters who were single, and those who had school age children tended to send their children to private schools.

The twenty year growth left Stamford with the extremes: wealth and blight. This work is relevant because it chronicles the changes of an area to what makes it become "urban". Moreover, it documents the erosion of the school system as communities lose families and social structures and eventually fall into decline.

REVIEWS

Witherspoon (1987) sees low achievement of black urban youth as a symptom of failure of the school system to accomplish its task. Witherspoon's synthesis study suggests partnerships between community organizations and schools as a means of developing a sense of self-worth for the student. Children and parents need to know their schools are committed to their success and future, the author maintains.

In assessing the impact of testing on at-risk students, Presseisen (1988) makes several teaching suggestions for the urban teacher. One of the most important is creating a school environment where teachers may coordinate efforts with other institutions and agencies to provide social and economic opportunities beyond the reach of the school.

A review of studies by Pallas, Natriello & McDill (1989) examines characteristics of the disadvantaged school aged child. The researchers conclude that the single most important factor in the school-age population is the expected increase in the number and proportion of traditionally disadvantaged youth.

The authors suggest that new strategies should be developed to revive the schools, family, and communities where students live. Educators must become more involved in family and community contexts of students to better understand the problems these contexts present for education and to learn to draw on the strengths of families and communities to enhance education.

KNOWLEDGE OF URBAN AND MULTI-ETHNIC SOCIOLOGY refers to the formal education, both pre and in-service, of teachers that addresses the issues of urban and multi-ethnic sociology.

EMPIRICAL STUDIES

Campbell (1983) studied administrators' perceptions of successful urban teachers. He noted that administrators often referred to successful urban teachers as social workers. These adiministraters, also suggested that teacher education programs may best respond to the needs of the urban classroom by including more practical courses dealing with urban sociology and empathy for the urban student.

Frieberg (1989) attributes much of the success of his Consistency Management program in Texas to understanding the urban child. The researcher advocates the development of teachers with an eye to "multicultural and multi-ethnic strategies that are generic to all geographic regions of the nation."

Baecher et al. (1989) studied successful programs in New York City. They argue that teacher involvement is the key. They found that successful teachers were seen as those who kept good records, had interviews with students individually, had some individual tutoring with students, maintained a good rapport with school staff, and had frequent consultations with staff members. The researcher notes that these successful teachers were well-trained in urban sociology.

The objective of Fagan's study (1984) was to see if people who went through a program designed to help them understand the urban schools would in fact be more effective in dealing with urban situations. The participants were from Westmont College, a small liberal arts school in Santa Barbara. Participants were primarily female, suburban, white, and upper-middle class.

Those elected to be in the program spent three days a week working eight hours a day with an agency, program, institution, group or individual in the city in order to gain cross-cultural experiences. A seminar was conducted two days a week not only for students to exchange experiences but also to help the instructor guide his "living laboratory." The program proved to be successful in helping people never before exposed to urban culture "up-close" become aware of and more sensitive to urban people and their particular situations.

Clothier & Hartus (1970) conducted a teacher education program for students who felt they were ill prepared to deal with working in inner city schools. The students lived and worked in the inner city. They kept logs of their experiences and were encouraged by the staff to resolve their own feelings of fear, hostility or insecurity. At the conclusion of the experience, the students felt they had grown to appreciate the urban experience and felt they were better prepared to teach in the urban setting.

The question posed by Mungo and Durham (1973) was, "Can teacher trainees from small towns, attending colleges far from urban centers, really be prepared to teach in urban centers?" The researchers followed the progress of a teacher education program at Illinois State University entitled "Peoria Urban Teacher Education Program" to focus on two basic problems: awareness and reality. Participants were made aware of the life styles of urban populations and were helped to develop a perspective of the reality of teaching in an urban setting drawing upon that awareness.

The program consisted of classwork, time spent in the urban community, and a weekly seminar. Students were expected to keep a log of experiences and reactions which were discussed in the seminar. The aim here was to keep the student feeling self-assured and positive; feeling confident in his/her role allowed the student to be open to many new learning experiences. Typically, these students were white, middle class females with no previous exposure to low income or minority people. The participants all felt the experience was profitable because they learned and gained a new appreciation for the urban experience.

Sciaea (1974) examined two projects at Ball State University that addressed disadvantaged youth. Both projects relied on commitment and cooperation between college faculty and master classroom teachers in the public school who provided the laboratory experience for teacher

candidates. It was suggested that contact between teacher candidates and supportive college personnel be extended into the initial employment of the candidate whenever possible.

The researcher found that early exposure to classroom situations was an important part of the success of students in both projects. Students, even prior to their junior year, were encouraged to take part in voluntary tutoring assignments and other associations with children. Sciaea reports that programs were successful, and students acquired a broad understanding of the variety of social, political and economic backgrounds represented in multi-cultural schools. The program found that, "teacher education should reflect the precept that education is for and about people."

REVIEWS

In their examination of early childhood education programs in Spanish speaking neighborhoods in California, Stallings & Hentzell (1979) make several suggestions to improve teaching programs. A primary proposal is that teachers be made aware of the students' cultures. The researchers maintain that culture may reflect different values, communication styles, motivations and learning styles that will have to be considered when planning lessons and programs.

Over twenty years ago, Farls (1969) attempted to ask the question through a study of existing research, "How do we help inner city students find success and happiness through schooling?" The researcher defined the urban student as one who is at high risk for dropping out of school, has low self-esteem, has a single parent home and has a different cultural/value system than his or her white middle class female teachers.

The study recommends that prospective teachers study cross cultural economic and community patterns to better appreciate the urban situation. Additionally, the author suggests that teachers of urban youth study psychology and sociology to better handle problems of student low self-esteem.

Haberman (1987) addressed the issue of recruiting teachers for urban schools. The author identified five "content areas" for selecting future urban teachers which were derived from an analysis of attriutes and behaviors of successful practicing urban teachers. He notes that their presence does not guarantee success but their absence ensures failure. The five areas include: 1) Persistance in dealing with urban youth. 2) Response to authority or the ability to work with and around administrative decisions. 3) Ability to apply research to teaching. 4) Acceptance

of, and respect for at risk students; how they got that way and what they can do to teach them effectively. 5) Need for approval suggests that many teachers have an approach to teaching that is based on securing the approval of their students. Many times these teachers are worn down by bureaucracies, become unable to see the usefulness of theory/research in their own classrooms. Ultimately, the at-risk students themselves become defined as the cause of the teachers problem; the very motivation for teaching (approval) is lost and the teacher burns out.

Morgan (1979) suggests that a successful urban teacher, "ought to have close ties to the culture of students." The researcher concludes that a strong teacher education program must focus on issues that surround urban education, this may be achieved with the study of urban sociology.

SUMMARY

This literature review was conducted to identify behaviors and practices demonstrated by successful urban teachers in their preparation for and interaction with students. Two areas of competence are identified in this paper. They are described as Internal Effects and External Effects.

Internal Effects are defined as observable behaviors exhibited by successful urban teachers while in a classroom or school setting. They include: (1) Active Teaching, (2) Positive Classroom Environment, (3) Variety of Methods, (4) Planning and Sequencing of Instruction, (5) Inter-Personal Skills, (6) Efficiency and Expectation, and (7) Applicability. Twenty-one articles addressing this area were uncovered in the literature search, eleven empirical studies and ten were synthesis reports.

External Effects are defined as practices urban teachers pursue outside the school to help produce success in the classroom. External Effects area are as follows: (1) Community and Family Support and (2) Knowledge of Urban and Multi-Ethnic Sociology. Twenty articles addressing this area were uncovered in the literature search, fifteen empirical studies and six synthesis reports.

In recent decades urban schools have faced formidable problems. Massive migrations of families and businesses from cities have lead to a declining tax base which has left many urban centers financially distressed. Older school buildings and skyrocketing expenses have added to the financial dilemma of many districts.

The problems of urban education are further exacerbated by the social dilemmas which seem to gather in our cities. Residents are often single parent and low income families. Non-English speaking families tend to be drawn to urban centers. These and a spate of other issues have complicated the mission of the urban school.

I addition public attitudes have assulted the urban school. There is little interest in paying higher taxes, and when schools are seen as being the major recepient of public monies cynicism follows. This is underscored by the feeling that while political leaders talk about education, it assumes no real national priority.

Moreover, the problems that have haunted our cities have also helped contribute to low self-esteem for the urban youth. Many urban children encounter conflicting values between home, school and the environment, and they do not see school as a means to change their lives for the better.

However, urban teachers can make a dramatic difference for these youth and our cities. This paper suggests that two broad categories contribute to successful urban teaching. The first category, Internal Effects addresses classroom strategies that actuate learning and academic success. The well-organized and active teacher who uses a variety of methods can lead children to a life of success. Those who assume the responsibilities of a urban classroom must expect achievement from the students and believe their teaching can

make a difference. The successful urban teacher cultivates a positive classroom environment, builds lessons on the experiences of the student, and makes learning meaningful.

The second category , External Effects, suggest that school personel may best contribute to the success of each student by involving families and being sensitive to the many social factors that influence the multi-ethnic youth of our urban centers. By involving families and communities in the schooling of the students, and understanding the social values of the community, schools can make powerful changes.

TABLE 1
Categories of Key Findings of Studies Reviewed, Listed by Study Type (Empirical or Review) and Date

Study	Internal Characteristics							External Characteristics	
	Active Teaching	Positive Classroom Management	Variety of Methods	Planning and Sequencing	Interpersonal Skills	Efficacy and Experiences	Applicability	Community Family Support	Knowledge of Urban Multi Ethno Sociology
Empirical Sources									
Bacher et al (1989)				X				X	
Freiberg et. al (1989)		X		X	X			X	X
Brophy (1989)		X			X	X			X
Haynes, Comer, & Hamilton (1988)								X	
Fagan (1984)									X
Campbell (1983)		X	X		X			X	X
Field et. al (1982)								X	
Sizemore (1981)	X	X			X				
Morgan (1979)	X		X				X	X	X
Mcrnane & Phillps (1989)	X		X			X			
Lukin (1977)			X		X				X
Sciaea (1974)			X						X
Mungo & Durham (1973)									X
Clothier & Hartus (1970)									X
Henderson & Ward (1966)		X	X		X	X			
Mackintosh (1965)				X	X	X		X	
Review Sources									
Pallas, Natriello, & McDill (1989)							X	X	
Presseisen (1988)		X						X	
Witherspoon (1987)								X	
Brophy (1982)	X		X	X	X	X			
Kapel & Kapel (1982)	X	X	X	X					
Stallings & Hentzell (1979)				X		X			X
DiPasquale (1970)					X	X	X		
H.E.W. (1970)							X	X	X
Fails (1969)									X

REFERENCES

Baecher, R.E. et al. (1989,March). Preventive strategies and effective practices for at-risk children in urban elementary schools. Paper presented at the annual meeting of the American Educational Research Associates. ERIC Document No. ED 308 946.

Brophy, J. (1982, April). Successful teaching strategies for the inner-city child. Phi Delta Kappan. 527-530.

Brophy, J. & Rohrkemper, M. (1988, May). The classroom strategy study: summary report of general findings. Research Series No. 187. Michigan State University, East Lansing. Institute for Research on Teaching.

Campbell, R.L. et al. (1983, January). Basic competencies and characteristics of the successful urban teacher. Paper presented at the Association of Teacher Educators Conference. Orlando, Flordia. ERIC Document No. 228 191.

Clothier, G. & Kartus, I. (1970). Now I have known me...Report on mental health aspects of cooperative urban teacher education program. ERIC Document No. ED 121 926.

Di Pasquale, V.C. (1970). Teacher selection as an imperative for the improvement of our schools. ERIC Document No. ED 049 164.

Fagan, R.W. (1984, August). Student evaluation of an urban internship program. Paper presented at the annual meeting of the American Sociological Association. ERIC Document No. Ed 253485.

Farls, R. (1969). Staffing the slum school. Elementary School Journal, 408-412.

Feld, M.M., et al. (1983). The social and physical policy environment. Stamford educational public policy impact study. Volume II. ERIC Document No. 277803

Freiberg, H. J., Prokosch, N., Treister, E.S., Stein, T. & Opuni, K.A. (1987). Turing around at-risk schools through Consistency Management. Journal of Negro Education, 58, 372-382.

Haberman, M., (1987). Recruiting and selecting teachers for urban schools. ERIC/CUE Urban diversity series. Number 95. ERIC Document No. Ed 292942.

Haynes, N.M., Comer, J.P., Hamilton, Lee, M. (1988). School climate enhancement through parental involvement. Journal of School Psychology, 27, 87-90.

Haskins, R., & McRae, D., (1988). Policies for America's Public Schools: Teachers, Equity and Indicators. Ablex Publishing Corporation. Norwood, NJ. 303.

Henderson, J.E. & Ward, T.W., (1966). Teaching in the inner city:Identification of educational parctices of competent elementary teachers of culturally disadvantaged youth. ERIC Document No. Ed 050 006.

Task force on Urban Education HEW. (1970). Urban school crisis: The problem & solutions proposed by the HEW urban education task force. Washington, D.C.

Kapel, D. E. & Kapel, M. B. (1982, July). The preparation of teachers for the urban schools: The state-of-the-art in pre-service and in-service education. ERIC/CUE Urban Diversity Series. Number 81, Part I. ERIC Document No. ED 219 482.

Lukin, F. P. (1977, May). Student teaching competencies in Lehman College's competency-based teacher education program. ERIC Document No. 175 839.

Mackintosh, H.D. et al. (1965). Educating disadvantaged children under six. ERIC Document No. ED 064 414.

Morgan, E.P. (1979, July). Effective teaching in the urban high school. Urban Education. Vol. 14, No. 2. 161-181.

Mungo, S.J., & Durham, J.T. (1973). Training of "Disadvantaged" Teachers for Urban School Districts. Marquette University Education Review. Vol. 4. No. 2. 37-48.

Murnane, R.J., & Phillips, B.R. (1978). Effective teachers of inner city children: Who they are and what they do. ERIC Document No. ED 166 348.

Pallas, A.M., Natriello, G. & McDill, E.L. (1989). The changing nature of the disadvantaged population: Current dimensions and future trends. Educational Researcher, 18 (5), 16-22.

Presseisen, B.Z. (1988). At-risk students and thinking: Perspectives from research. ERIC Document No. ED 302 604.

Sciaea, F. (1974, October). Ball State University presents a program to prepare teachers for multi-cultural secondary schools. ERIC Document No. ED 120 178.

Sizemore, R.W. (1981). Do black and white students look for the same characteristics in teachers? Journal of Negro Education. Vol. 50, No.1, 48-53.

Stallings, J.A. & Hentzell, S.W. (1979). What do we know about effective teaching & learning in urban schools? ERIC Document. No. ED 185 165.

Witherspoon, R. (1987). The problems of black education. Journal of Educational Thought. Vol. 21. No. 3. 155-161.